

A Model for Designing a Unit

With Integrated Assessment and Instruction

When planning with the end in mind, use the following process to guide your design:
(see the slide presentation for more information)

WHAT DO I WANT THEM TO LEARN?

- Identify
 - “Big Idea”, Fundamental Concept
 - Overall and Specific Expectations
- Develop key questions relating to the big ideas
- Cluster the expectations (overall and related specific expectations), and consider how they relate to the categories of the achievement chart
- Develop learning goals
 - Specific and focussed
 - Language that students understand
 - Could be a specific expectation or a component

HOW WILL I KNOW THEY’VE LEARNED IT?

- Design the Assessment of Learning
(tasks/assessment strategies to evaluate students’ achievement of overall expectations through a cluster of related specific expectations)
- Identify the criteria to measure performance
- Design assessment tools to record data

HOW WILL I DESIGN THE LEARNING SO ALL WILL LEARN?

HOW WILL I RESPOND TO STUDENTS WHO AREN’T MAKING PROGRESS?

For each learning goal, design the instruction and the assessment for learning:

- Share and clarify the learning goal(s) with the students
- Identify and share with the students how they will demonstrate their progress toward the learning goal (i.e. what assessment strategies will be used? What are the criteria for success?)
- Plan key open and closed questions
- Design a cycle of assessment and instruction to develop knowledge/skills
 - Use assessment strategies and tools to monitor progress toward achieving the learning goal
 - Select instructional strategies suited to the variety of learning preferences, interests and readiness to learn of your students
- Plan:
 - opportunities to provide feedback linked to the learning goal
 - time for students to respond to/act on feedback
 - adjust instruction to meet needs identified through assessment

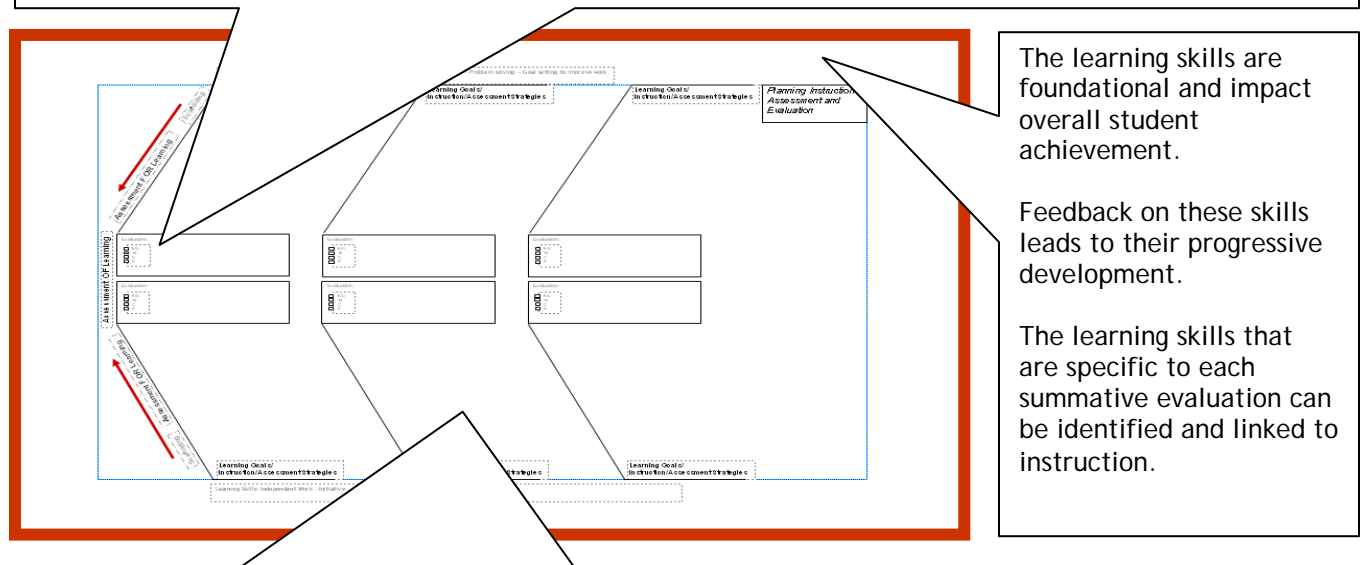
ASSESSMENT “AT A GLANCE” ORGANIZER (Elementary)

This visual organizer, adapted from a fishbone graphic organizer, is designed as an *assessment and instructional planning* tool. It can be used to provide an overview of the assessment and evaluation conducted in a unit of instruction, or over the course of a term.

The organizer provides sections where teachers can:

- Identify the summative evaluations conducted throughout the term (along the ‘spine’ of the fish);
- List the learning goals, instructional strategies and formative assessment activities to support students to attain the knowledge and skills to successfully demonstrate learning on the summative evaluations (bones).

Summative evaluations may vary in nature and number and are used for reporting student achievement.



In this section (bones), list:

- Learning goals which will be shared with students at the outset of a lesson or subtask
- Instructional activities that build toward students' success on each of the summative evaluations;
- Formative assessment activities designed to provide quality feedback to students for improvement (ASSESSMENT FOR LEARNING);

These activities should be:

- Scaffolded and designed “backwards” from the overall and specific expectations being evaluated on the summative evaluation;
- Designed to provide feedback to students to improve learning;
- Designed to provide information to teachers to adjust their instruction;
- Sequenced and designed to provide students sufficient opportunities to improve and demonstrate the full range of their learning.

Assessment data gathered from these activities:

- Is not counted toward the final grade;
- May be referenced to support professional judgements in determining the grade.

Efforts should be made to incorporate the “core practices” of Assessment for Learning:

- Sharing learning goals and success criteria
- Questioning
- Feedback
- Self- and peer-assessment

See “Implementing Assessment for Learning” for more information about these practices.

ASSESSMENT “AT A GLANCE” ORGANIZER (Secondary)

This visual organizer (fishbone) is designed as an *assessment and instructional planning* tool. It provides an overview of the assessment and evaluation conducted in a course.

The Final Evaluation (30%) is:

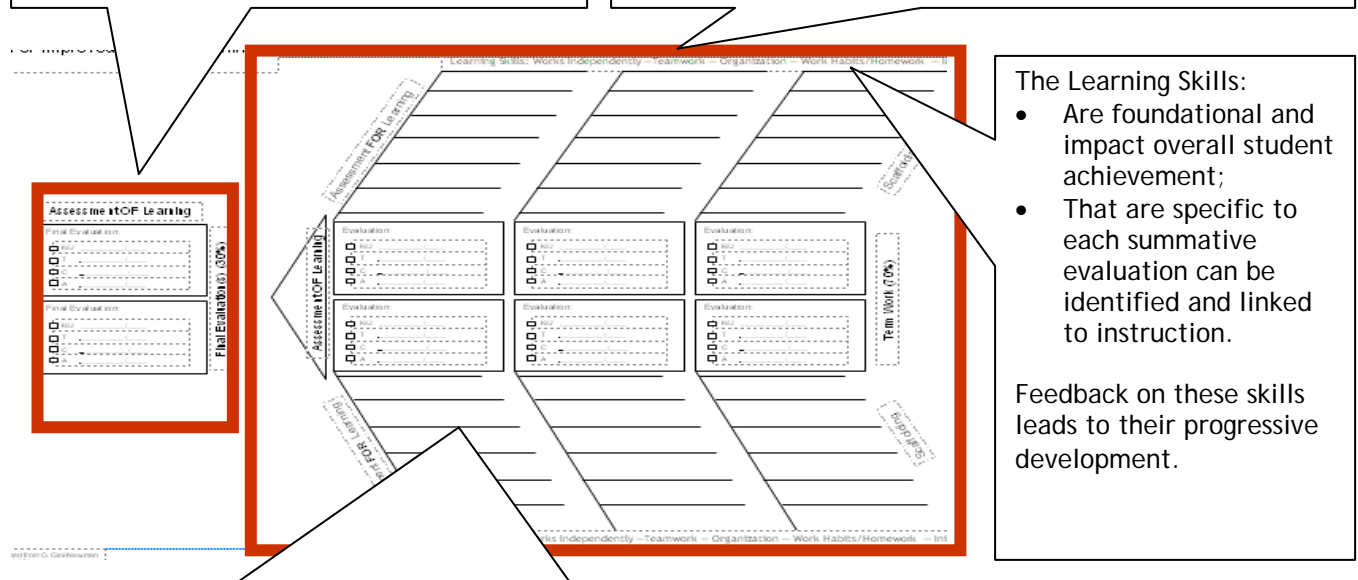
- An ASSESSMENT OF the LEARNING;
- An exam and/or combination of performance tasks;
- Appropriately balanced based on the four categories;
- Administered towards the end of the course.

The final evaluation should reflect content and skills developed throughout the course.

The Term Evaluation (70%) section:

- Identifies the summative evaluations conducted throughout the term (spine);
- Lists the instructional and formative assessment activities to support students to attain the knowledge and skills to successfully demonstrate learning on the Summative evaluations (bones).

Summative evaluations may vary in nature and number and are used for reporting student achievement.



The Learning Skills:

- Are foundational and impact overall student achievement;
- That are specific to each summative evaluation can be identified and linked to instruction.

Feedback on these skills leads to their progressive development.

In this section (bones), list:

- Instructional activities that build toward students' success on each of the summative evaluations;
- Formative assessment activities designed to provide quality feedback to students for improvement (ASSESSMENT FOR LEARNING);

These activities should be:

- Scaffolded and designed “backwards” from the overall and specific expectations being evaluated on the summative evaluation;
- Designed to provide feedback to students to improve learning;
- Designed to provide information to teachers to adjust their instruction;
- Sequenced and designed to provide students sufficient opportunities to improve and demonstrate the full range of their learning.

Assessment data gathered from these activities:

- Is not counted toward the final grade;
- May be referenced to support professional judgements in determining the grade.

Efforts should be made to incorporate the “core practices” of Assessment for Learning:
Sharing learning goals and success criteria, Questioning, Feedback, Self- and peer-assessment

See “Implementing Assessment for Learning” for more information about these practices.